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ABSTRACT

This curriculum unit, intended to be used with elementary school students, provides information about two neighboring Middle Eastern countries, Israel and Jordan, to allow comparisons not only between the two countries but also about the students' own neighborhood. The unit presents objectives, strategies, materials needed, background notes, evaluation methods, and assignments that fulfill National Social Studies Standards and National Geography Standards. It describes how to use the five fundamental themes of geography to discover Israel and Jordan: Location, Place, Movement, Environment, and Region. (The unit focuses mainly on Jordan; a companion unit focuses on Israel. Each fundamental theme is outlined in the unit, and activities are suggested based upon the themes. Discussion questions are provided, using writing prompts, and appropriate literature connections are also featured. Other activities use a Venn diagram to compare and contrast, and involve comparative geography and a "discovery box." Contains a 13-item bibliography of children's books, as well as a selection of 28 "National Geographic" articles on Israel and Jordan. (BT)

OBJECTIVES:

Children will read information about 2 neighboring countries in order to make comparisons not only between the two countries but about their own neighborhood as well.

STRATEGIES:

The unit users a variety of strategies. Children read and respond to a variety of writing prompts. There are creative activities for student to apply their knowledge artistically. There is an active viewing of video during which time children make a web. There are different kinds of data to compare.

MATERIALS:

1. The unit includes a text to read about Israel and Jordan followed by questions for discussion.
2. There is a video for which teachers may substitute a commercially made product. The video has a travelogue which teachers read to students.
3. The unit includes a discovery box. I have provided a list of what is inside it.
4. There are activities for incorporating the text with the five fundamental themes of geography which teachers can use for individual assessment or for group projects.
5. There are suggestions for small group projects.

QUESTIONS: Questions for discussion are presented after the text of each activity.

BACKGROUND NOTES:

These lessons are designed for use with elementary students. Teachers may substitute videos prepared commercially instead of the one I made on my trip. A teacher dialogue with TV sound turned off works best with students. You can discuss the video. Teachers may want to use questions for writing prompts. Children need instruction on how to frame a written response.

EVALUATION:

Activities for written responses are included after the text.

NATIONAL SOCIAL STUDIES STANDARDS:

I Social Studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:

a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns

III Social Studies programs should include experiences that provide for study of people, places, and environments so that the learner can:

g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like

NATIONAL GEOGRAPHY STANDARDS:

3. How to analyze the spatial organization of people, places, and environments on the earth's surface

12. The processes, patterns, and functions of human settlement

13. How the forces of cooperation and conflict among people influence the diversion and control of earth's surface

USING THE FIVE FUNDAMENTAL THEMES OF GEOGRAPHY IN ORDER TO DISCOVER ISRAEL AND JORDAN

The five fundamental themes help organize our thinking about a region under study. Children learn more and can use their understanding to write effectively when their thoughts are organized. I teach the five fundamental themes to my students. This is one way I help them become better students of social studies.

The first fundamental theme is LOCATION. Whenever we give or receive directions, we use the theme of location. This theme can be introduced to students as part of literature based reading. In the story "Lyle, the Crocodile" the author purposely gives an exact location- East 88th St., New York City, as the setting of the story. The setting is a geographical concept. In each activity locate the country on the map and discuss the vocabulary word under discussion.

The second theme is that of PLACE. The author in a text creates a sense of mood by describing a place so vividly that the reader feels as if he/she were there. The opening chapter of "Rebecca" describes such a place. How often people, while visiting new places, think back to the settings authors have described in novels. At an elementary level, "The Secret Garden" is an excellent example of how the theme of place sets the mood for the story. Describing words affect the sense of place in literature.

The third geographical theme is one of MOVEMENT. Ideas, concepts, languages, and vocabulary move. English has borrowed many words from other languages. Without the addition of words from other languages our own language would seem dull and lifeless. Many of the activities included later in this article reinforce the concept of movement. Our language is dependent upon other languages for its colorfulness. "Mike Mulligan and His Steam shovel" is a good book to use when introducing the concept of movement to students. This book was written over fifty years

ago.

The ENVIRONMENT places an increasingly important part of science curriculum. The changes man has wrought on the environment and the ways man has adapted to his environment are important parts of geography. "The Great Kapok Tree" is a good book to introduce children to the concept of human environmental interaction.

The last theme is that of REGION. "The Story About Ping", written over fifty years ago, is a good literature based text to introduce this concept to childrer. There are many examples of location, place, environment, and movement in this book which teach children about life in China. The illustrations are adequate, but I recommend cutting pictures out of the National Geographic Magazine to augment the text. The photographs in the magazine better show the themes of geography to the children.

USING FIVE FUNDAMENTAL THEMES OF GEOGRAPHY IN ORDER TO DESCRIBE JORDAN

LOCATION:

absolute: (Amman) 32 degrees north, 36 degrees east

relative: South west Asia, Arabian peninsula, east of Israel,
south of Syria, north of Saudi Arabia, desert

PLACE: tourism

cultural land marks: Petra, Amman,

natural land marks: Jordan River Valley, Dead Sea, desert, Wadi

MOVEMENT:

partition of Palestine, British mandate, Trans-Jordan, Bedouins,
camels, Trans-Arabian pipeline, Arabic Language, ties with Arab
speaking world, Islamic religion

HUMAN ENVIRONMENTAL INTERACTION:

some irrigation, traditional farming methods, herding sheep and
goats, hot, dry summers, cooler winters, rainfall occurs in
winter, light snow in north

REGION:

Hashemite Kingdom (political), desert climate, Arabic culture &
language, ethnic Arabs, Jordan River Valley (agriculture)

ACTIVITY: Children complete a web for the five fundamental themes
as they read through the text. The web becomes an outline for
writing articles (reports) or personal narratives. The web is
also useful when constructing travel posters, or travel maps. The
web is important in itself in that children organize specific
social studies v vocabulary which assists in retention of
concepts.

JORDAN:

1. land and water features:

2. rainfall:

3. temperature:

4. natural vegetation:

5. natural animal life:

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COMPARING GEOGRAPHY:

JORDAN

1. What are some special land forms and water bodies that make Jordan special? Use the atlas to help.

2. What are three natural landmarks and three cultural land marks a visitor (tourist) might like to see. Choose one of each and explain why a tourist would want to see them.

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FUN THINGS STUDENTS CAN DO WITH THE FUNDAMENTAL THEMES OF GEOGRAPHY

LOCATION:

1. Before beginning the unit ask children to draw a free-hand map of Israel and Jordan. As children to locate and label as much information as they know. This is an example of MENTAL MAPPING. It allows you to assess what children already know and what misconceptions they might have.
2. After completing the unit, again ask students to draw a free-hand map of each country. You can use the two sets of maps to assess how much information the children have learned during the unit. Learning to draw free hand maps is an important skill. Remember to introduce the elements (attributes) of a map so that children construct maps correctly.
3. Locate Maryland (or your own point of reference) and Israel or Jordan on class maps. Relate geography as to differences in points of references.
4. Children encode/decode physical and poetical/cultural maps for Israel and Jordan. The amount of information is determined by the grade/ability level of each group. Always reinforce the attributes of a map. Use words like encode/decode/construct when working with students. Encode means to add information to a blank map. Decode means to answer questions about or interpret a map.

PLACE

1. Children make post cards to send to a friend. Post cards represent physical or cultural land marks. Children address the back of the post card and write a one or two sentence note about the land mark on the front. This is a language arts/social studies integrated project.
2. Children construct commemorative postage stamps for each region. A cultural landmark, a physical landmark, an emblem, icon, mascot of a country are suitable. Show children real life

examples of domestic or Israel or Jordan postage stamps. Children can design their own currency, too.

3. Use pictures of landmarks from National Geographic Magazines to help children identify man-made or natural landmarks from Israel or Jordan. You can use these for a bulletin board.

ENVIRONMENT:

1. Write reports on any of the indigenous plant or animal life in the region. This is a good integrated activity for science units.

MOVEMENT:

1. Children make a list of types of transportation in each country. They list the people, goods, and services which use each method of transport.

2. Children locate and label countries from around the world where immigrants to Israel have come from. This can be made into a pictograph for a integrated math activity.

3. Children label maps showing sites of battles during wars within Israel and Jordan.

4. Children construct a map of the world showing locations of regions with large Islamic, Jewish populations.

5. Children locate and label places throughout the world which receive imports from Israel or Jordan, or countries from which Israel or Jordan imports goods or services.

REGION:

1. Children construct cubes or pyramids (patterns included) for a region.

2. Children construct mobiles with coathangers (ala Calder) or hang the pictures on one single string. Each picture should reflect a fundamental theme. Picture from Travel brochures are a good size for this kind of project.

3. Children watch your video of Israel or Jordan. As they watch they fill in a web using the five themes. They become active viewers of a primary source.

LET'S VISIT JORDAN

LOCATION

Travelling to Jordan is a long journey of almost 7,500 miles. from Baltimore. Jordan and Israel share a common boundary. Jordan is part of the Arabian Peninsula. Jordan shares border with other Arab countries: Syria, Iraq, and Saudi Arabia. Amman is the capital and largest city. It is found at 32 degrees north and 36 degrees east. Jordan is in the Eastern Hemisphere. Jordan is in the Northern Hemisphere. Baltimore is located at 39 degrees north and 77 degrees west.

PLACE

There are many cultural landmarks to see in Jordan. Some of these landmarks are ruins which were built by other cultures. One such place is Petra. It was used in the filming of an Indiana Jones movie. Petra was built 1000 years ago by the Nabatean culture. These people were traders who led caravans across the desert.

There are many physical landmarks to visit in Jordan. The vastness of the desert has a wonderful beauty all its own. The Wadi Rum, which you can visit, was used in the filming of the movie "Lawrence of Arabia." A wadi is a canyon. Many times water is found here. It was here at Wadi Rum, that King Abdullah drove out the Ottoman Turks in 1918. Bedouins still live here. Many tourists visit here. You can also see the Desert Patrol Corps which is also known as the camel police.

The Dead Sea is the lowest point on earth. You cannot sink in the Dead Sea because of the density of the salt water. No fish live in the Dead Sea. Masada is near the Dead Sea. The Jordan River flows into the Dead Sea. The Dead Sea Scrolls were found at Qumran, near the Dead Sea.

ENVIRONMENT

The western part of Jordan has a Mediterranean climate. It's a short distance from Jordan to the Sea. Cool breezes blow inland. The eastern part of Jordan has a desert climate. Both climate are marked by low annual rainfall. Rainfall comes in winter months. The valley of the Jordan River is important for farming. The soil is fertile and with irrigation farming is possible. Some pine forests can be found in northern Jordan.

The Jordan River is the most important river in Israel and Jordan. It is not used for navigation. There is a dam for producing electric power. Israel and Jordan disagree about the amount of water each uses for irrigation. The Jordan River is important in the Christian Religion.

Jordan has an oasis. An oasis is a place in the desert with a water supply such as a spring. Plants grow there. Travellers stop there as they cross the desert. In past times, an oasis was more important than they are now. The Azraq Oasis is east of Amman. There isn't much water left. It has been used for irrigation. Dates palms grow there. Leaf stalks are made into baskets, mats, and sandals. Dates are delicious.

Many unusual land forms occur because of erosion caused by water and wind. The Dead Sea scrolls were found in the caves along the high cliffs. The black desert in northeast Jordan has many unusual land forms. Even goats find it hard to survive here.

Many animals exist in Jordan which are no longer found in Israel. Some of these animals are: ibex, fox, jackal, hyenas, wolf, hare, and even panther. Early travellers thought the oryx was a unicorn.

The natural vegetation consists of tough grasses. The soil is fertile. All it needs is water. The Jordan River is a source of water for irrigation. Date palms grow in oases.

MOVEMENT

Most Jordanians are descended from Bedouins. Changes in life

style have affected their culture. Bedouins travel from place to place. They look for grass upon which sheep and goats feed. Nowadays some of them have adopted a modern style of living in just one place.

The development of a constitutional monarchy is important to the development of modern Jordan as an independent country. King Hussein is a very well respected man both in Jordan and around the world. His wife, Queen Noor, is very active in cultural and educational activities.

Jordan is part of an Arabic culture. The language spoken is Arabic. It has a different alphabet and many different sounds than English. An Arabic culture has many similarities to our own culture. Yet, there are differences which make it special. Communication networks are well developed. Amman has a TV station and a radio station. Newspapers are printed in Arabic.

Jordan's main trading partners are India, Iran, Iraq, Europe, and the United States. So many refugees are a strain on government services. It costs money to provide services to refugees.

REGION

Jordan is a political region. Jordan was formed in 1922 as Trans-Jordan. It was controlled by Britain. Jordan became an independent country in 1946. In the 1950's, its name was shortened to Jordan. It is a kingdom, and its ruler is King Hussein. He has been on the throne for over 50 years. He has a great deal of power and is widely respected by the Jordanian people.

Jordan is a new country in an ancient region. The king's grandfather was the first king. His grandfather was the leader of a desert tribe. Tribesmen have thought of themselves as Jordanians and as members of a tribe.

Historically, Jordan and Israel have been enemies. During the Gulf War, Jordan remained neutral. Israel occupies the West Bank which was taken from Jordan in the 1967 War. Israel and

Jordan have been working to be peaceful neighbors.

Jordanians are part of an Arabic culture. Many of the early Jordanians were Bedouins who travelled from place to place. They lived in tents and were free to travel wherever they wanted. Modern culture has changed much of their life style. You will still see Bedouins in Jordan today. Belonging to a tribe is like belonging to an extended family of aunts, uncles, cousins, grandparents, and other relations. People are proud of their tribe and fiercely loyal to it.

Islam is the most important religion in Jordan.

The climate is dry and desertlike. Farming is possible with irrigation. The Jordan River is used as a water supply. Vegetables, grains, and fruits are raised. Olives, dates, and citrus fruits are important too. Goats and sheep are herded in grassy areas.

Jordan is an economic region. Natural resources are very limited. Tourism is important to the economy. Phosphate is an important export. Phosphate is used in fertilizer in our country. Transportation costs are high because road systems are limited. The Trans-Arabian oil pipeline is important. It travels through Jordan from Saudi Arabia to Lebanon. Jordan receives money from other Arab countries to help its economy. Other Arab countries are its most important trading partner.

QUESTIONS FOR DISCUSSION OR USE AS WRITING PROMPTS FOR USE WITH
"LET'S VISIT JORDAN"

1. Using a world map and the text, compare the location of Jordan and your community. Making a diagram helps you prepare your response.

2. List three kinds of physical landmarks and three kinds of cultural land marks found in Jordan. List some of land marks for your community. How are these land marks similar? How are these land marks different?

3. Describe the weather conditions in Jordan. How are they the same or different from weather patterns found in your community?
4. Describe farming practices found in Jordan. Describe a rural community near your school. How is farming the same or different in your community?
5. List farm products from Jordan. List farm products grown on a farm near your school. In what ways are these products similar or different?
6. Explain transportation (communication) networks in Jordan. Which of these are found in your community? How has transportation (communication) helped make Jordan a better place to live?
7. List all the ways Jordan is an important region. Next to each way list an example. Which of these examples of regions can you think of for your own community.
8. Make a Venn Diagram in order to compare your community with what you know about Jordan. Explain similarities and differences.
9. Make a graphic organizer comparing both Israel and Jordan. Discuss or explain similarities in both physical and cultural geography.

LITERATURE CONNECTION

Lewin, T. (1997). Ali Child of the Desert. New York: Lothrop, Lee, and Shepard Books.

This is an exceptionally well illustrated book about a Bedouin boy who becomes lost during a Saharan sand storm. Although it does not take place in either Israel or Jordan, it presents a picture of desert life among nomadic peoples. It is a truly noteworthy book for elementary students and one of the best books I have ever read! Be sure to discuss the art work in this book.

NEW VOCABULARY:

journey, joyously, bellowed, ammunition, reappear, delicate, reflecting, market, steady, dunes, thirst, complain, discomfort, suddenly, whirling, gallop, commanded, gritty, spurred, crinkled, curiosity, gratitude, pastures, dates, bandits, goatherds, echo, halt, silhouette, reins, kettle, tea, steep, murmured, blessing, transistor, static, warrior, turban, bandoliers, swords, muskets, concluded, unwound, scalp, stallion, swindled, belongings, prayer, departed, continued

WORDS FROM ANOTHER LANGUAGE (ARABIC)

Ali, Rissani, Moroccan, Sahara, Jabad, djellaba = long loose robe with full sleeves, Asalaan-o-Aleikum = peace be with you (formal greeting), Aleikum-o-asalaam = peace be with you (polite response), Berber, Abdul, Youssef, cherqui= sandstorm, kesrah= pocket bread. Allah, Shoukran = thank you

FIVE FUNDAMENTAL THEMES OF GEOGRAPHY

This book can be used to reinforce the five fundamental themes. A web can be generated as you read through the text with the children.

LOCATION:

Morocco, Sahara Desert, market town of Rissani

PLACE:

oasis, market, rippling dunes, needle-sharp sand, djellaba, swelling half sunk in the sand, adobe hut

MOVEMENT:

three day journey to market, camels, herdsmen, transistor radio, folk tales, storytelling by the fire

HUMAN ENVIRONMENTAL INTERACTION:

hot, heat, whirling wind, cherqui, sandstorm, wild peppermint, cold night, summer pasture, vulture, camel, adders, cobras, hyenas, jackals, dates, goats

REGION:

Sahara desert, Bedouins, Berber tribesmen, warrior tribesmen, Allah & morning prayer are part of the Islamic religion, Arabic speaking people

COMPOUND WORDS

This text can be used to reinforce the concept of compound words. nowhere, overhead, somewhere, onto, herdsmen, fingertips, goat-hair, grandson, sandstorm, outside, everything, firewood, grandfather, grandmother, campfire, tribesmen, horsemen, sunlight

NOISE WORDS

This text can be used to teach about sounds. bellowed, howling, calling, roared, pounded, screamed, jangle, replied, grunt, said, echo, blast, sizzling, murmur, static, rumbling, clash, thunder, boom, ka-pow

MOVEMENT

This text can be used to teach about words that show movement trotted, rode, sway, whirling, jerked, kicked, headed, leaped,

ducked, stepped, trembling

QUESTIONS FOR DISCUSSION AND/OR WRITING PROMPTS

1. Describe the location of the setting of this story.
2. Tell about the theme of place. How does the author let you know where you are.
3. Describe ways people travel in the story. This is part of the theme of movement.
4. Describe ways people communicate in the story.
5. Describe the desert environment. Tell about ways people have adapted to their environment in this story.
6. Describe the region in the story. You can describe the desert, the way people live, the language they speak, their religion.
7. Make a graphic organizer in order to compare and contrast food, clothing, housing, daily activities of Ali and children in your own neighborhood. Discuss interpretations of your organizer.
8. Locate Morocco on the world map. Despite of distances between Morocco and Israel and Jordan, the desert remains an important geographical/cultural influence.

OTHER WEBBING ACTIVITIES

You can make webs about other concepts. This is important for both vocabulary development and understanding concepts presented in the story. Each arm of the web can be used as a question for discussion or as a writing prompt.

Suggestions for web arms are: warriors, hospitality, homes, customs, clothing, deserts.

MAKING A DIORAMA

Students refer to the illustrations in the text as well as magazine pictures you have in your file.

You need:

12x18 white (or sky blue) paper	6x18 brown paper
3x18 yellow paper	9x12 white paper for cut-outs
crayons or chalk	scissors paste

Procedure:

1. The background is white. Children draw and color a cloudless sky with blazing sun.
2. The brown paper is middle ground. Cut the top to look like rolling sand dunes.
3. The yellow paper is foreground. Cut the top to look like gentle sand dunes.
4. On the 9x12 paper draw: Ali, another character, a camel, and a goat. Cut out these characters and paste them on the middle or foreground. (If you would like you can duplicate drawings of each for your students to color, cut, and paste.)

To assemble:

1. Cut 2 inches from the brown sheet.
2. Cut 4 inches from the yellow sheet.
3. Match the ends of all three sheets and staple together.
4. Match the other ends of all three sheets and staple together.
5. The three sheets will be bowed like an arc. This is what keeps the diorama standing up.

CONSTRUCTING A VENN DIAGRAM TO COMPARE AND CONTRAST

ISRAEL

Hebrew

Palestine
democracy
Jewish immigrants

oriented toward Europe

oriented toward USA
dependent on US funds

Jewish majority
many immigrants
farm with irrigation

Tel Aviv, Jerusalem

BOTH

Jordan River
Dead Sea

British Colony
partition

government

water conservation
few natural resources
import fuel-oil
tourism dollars
west Asia
common border
desert

historic enemies
no economic ties
desert climate
little rainfall
rain comes in winter
Bedouins

urban centers

JORDAN

Arabic

Trans-Jordan
kingdom
stable population
Palestinian refugees

oriented to other
Arab countries
oriented to OPEC
countries & funding

Arab majority
few immigrants
traditional farming
Herding sheep &
goats
Amman

ACTIVITY 7: COMPARATIVE GEOGRAPHY:
ENVIRONMENTAL CONCERNS

1. What is the region of the world?

2. What is the environmental concern?

3. What decision do these citizens think is a good one?

4. What reasons do they give for making this decision?

5. How do you feel about their decision? Why?

6. What solution can you think of for this problem? (Your decision may be the same as their decision.)

Something Extra: Draw a poster, including title, descriptive sentence, and illustration, which advertises the decision you think is best. Be able to justify your decision.

A SELECTED BIBLIOGRAPHY OF CHILDREN'S BOOKS FOR ISRAEL AND JORDAN

Burstein, C. Kid's Catalog of Israel

De Regnierds, B. David and Goliath

Edwards, M. Chicken Man

Foy, F. Israel

Haskins, J. Count Your Way Through Israel

Kimmel, E. The Three Princes: A Tale

Kubie, N. Israel

Lowen, N. Food In Israel

Nye, N. Habibi

Ross, S. Causes and Consequences of Arab Israeli Conflict

Taitz, E. Israel: A Sacred Land

Taylor, A. Kibbutz in Israel

Uval, B. Women in Society: Israel

A SELECTION OF NATIONAL GEOGRAPHIC MAGAZINE ARTICLES FOR ISRAEL
AND JORDAN

These are articles which you can use as bulletin board pictures. These pictures can be used for group projects instead of using videotapes.

- Abdul-Rauf, M. 1978. Pilgrimage to Mecca.
- Abercrombie, T. 1984. Jordan: Kingdom in the Middle.
- Arden, H. 1978. Living Dead Sea.
- Avakian, A. 1996. Gaza.
- Azel, J. 1990. Mali's Dogon People.
- Azzi, R. 1980 Saudi Arabia The Kingdom and Its Power.
- Belt, D. 1995. Israel's Galilee.
- Canby, T. 1991 Persian Gulf: After the Storm.
- Caputo, R. 1982. Sudan: Arab-African Giant.
- Doubilet, D. 1993. Desert Sea.
- Edward's, M. 1980. Tunisia: Sea, Sand, Success.
- Falconer, S. 1989. Bronze Age Village Life in Jordan.
- Fleming, K. 1981. Somalia Hour of Need.
- Hohlfelder, R. 1987. Herod's City on the Sea.
- Harbutt, C. 1967. Where Jesus Walked.
- Hussein (King). 1964. Holy Land, My Country.
- Judge, J. 1983. This Year in Jerusalem.
- Kolars, J. 1993. Middle East Water Crisis.
- MacLeish, J. 1968. Reunited Jerusalem Faces Problems.
- Mairson, A. 1996. Three Faces of Jerusalem.
- Marden, L. 1964. Other Side of Jordan.
- Rinard, J. 1997. Lost in Time: Hidden City of Petra.
- Robbins, P. 1994. In the Dead Sea, What's Up?
- Schreider, F. 1968. Journey into the Great Rift Valley: The Northern Half.
- Szulc, T. 1992. Who Are The Palestinians?
- Vesilind, P. 1985. Israel: Searching for the Center.
- Vesilind, P. 1993. Middle East Water-Critical Resource.
- Vester, B. 1964. Jerusalem, My Home.

ITEMS IN A DISCOVERY BOX

This is also called a realia kit or an oh!wow!box. Items should be of low cost; breakage is always a possibility. Food items will be consumed during the unit and need to be replaced. Shopping on-line is one source. Ethnic markets are another source. Of course, you are your friends who travel are the best source.

Many examples of universal culture can be included in the box. I like to include products similar to those sold in our community as well as exotic items so students can compare and contrast. Laminate anything which may be ripped.

postage stamps photocopied paper money coins
flagstravel brochures packaging from food
soda cans soil samples from different regions
rock samples from different areas postcards
school items (notebooks, crayons, etc.) toys
food items to be consumed by students menusnewspapers clothing
flagssports equipment, animals
stuffed animals household items (toilet paper for example) tools
writing implements religious articles

EXAMPLES OF UNIVERSAL CULTURES JORDAN

1. material culture: veiled women, stone housing, extended family,
2. arts, play, recreation: soccer, music, depti- traditional music, oode-guitar like instrument
3. language/nonverbal communication: Arabic, limited use of personal space, flowery language, speaking with gestures common
4. social organization: extended family, patriarchal society, limited role for women, genders do not associate with each other, men have men friends only
5. social control: traditional values and Islamic religion are very strong
6. conflicts and warfare: conflict with Israel, neutral in Gulf War, Palestinian refugees
7. economic organization: banking is important industry, many people employed by government services, domestic labor provided by immigrants, tourism
8. education: literacy tripled in 30 years, Islamic culture
9. world view: linked with Arab bloc countries, Islamic religion and culture

EXAMPLES OF UNIVERSAL CULTURES JORDAN

1. material culture:

2. arts, play, recreation:

3. language/nonverbal communication:

4. social organization:

5. social control:

6. conflicts and warfare:

7. economic organization:

8. education:

9. world view:



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